DOCUMENT RESUME

ED 422 781 HE 031 510

AUTHOR MacFarland, Thomas W.
TITLE Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern university Offer Judgment on Their University Experience, July 1, 1995, to June 30, 1996. Report No.. 96-23.
INSTITUTION Nova Southeastern Univ., Fort Lauderdale, FL.
PUB DATE 1996-11-00
NOTE 83p.
PUB TYPE Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Bachelors Degrees; *College Students; *Graduate Surveys; Higher Education; Participant Satisfaction; Private Colleges; Questionnaires; School Demography; *Student Attitudes; Student Experience; Undergraduate Study
IDENTIFIERS *Nova Southeastern University FL

ABSTRACT

This study surveyed 823 graduates of Nova Southeastern University, Florida, who received bachelor's degrees from July, 1995 through June, 1996. The survey focused on student attitudes toward their experience at the university. Surveys were returned by 284 graduates. Results are presented separately for the two main programs the College of Professional and Liberal Studies, a day program for traditional college-age students, and the College of Career Development, an evening and weekend program for working adults. Overall, graduates reported they were pleased with their university experience and felt able to translate this experience into personal and professional gains. One substantial demographic finding was a noticeable percentage decrease in white, non-Hispanic graduates and an increase in Hispanic graduates from 1990/91 (when a similar survey was conducted). Individual sections of the report include: an introduction; an explanation of the survey development and population sampling; detailed discussions of the results of each survey question; and a summary, which compares the two colleges and discusses the constituent market. A review of demographic changes anticipated for the institution's South Florida base completes the report. The survey is appended. (Contains 23 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 781

JULY 1, 1995, TO JUNE 30, 1996, GRADUATES OF THE JAMES M. FARQUHAR CENTER FOR UNDERGRADUATE STUDIES AT NOVA SOUTHEASTERN UNIVERSITY OFFER JUDGMENT ON THEIR UNIVERSITY EXPERIENCE

Thomas W. MacFarland

Senior Research Associate

Nova Southeastern University
Research and Planning

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

November 1996

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Thomas W. MacFarland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EXECUTIVE SUMMARY

In October 1995, Research and Planning distributed a survey to a sample of 1990/91 to 1994/95 graduates of the University's undergraduate programs. This study was conducted to continue with this graduate assessment, focusing exclusively on 1995/96 graduates of the James M. Farquhar Center for Undergraduate Studies.

The population consisted of the 1,016 graduates who received a Bachelor's degree from July 1, 1995, to June 30, 1996. The invited sample was composed of 836 graduates from the James M. Farquhar Center for Undergraduate Studies for whom a valid United States Postal Service mailing address was available. No graduates with an international address were surveyed. The survey and the accompanying cover letter from the Dean were mailed on August 22, 1996, and surveys were received by Research and Planning until October 28, 1996.

The United States Postal Service returned 13 surveys to Research and Planning as undeliverable. Deducting these 13 participants from the invited sample, the adjusted invited sample, therefore, consisted of 823 1995/96 Farquhar Center graduates. To increase survey participation over the 33.5 percent return rate from 1994/95 graduates, 1995/96 graduates were provided the inducement of a videotape of the 1996 commencement ceremony. Surveys were returned by 284 of the 823 graduates, for a return rate of 34.5 percent. Although nearly 90 percent of all respondents requested a copy of the videotape, this inducement did not result in any sizeable increase in survey return.

Because there are significant differences in program composition and constituent market for the College of Professional and Liberal Studies (Day Program) and the College of Career Development, breakout statistics for each program are provided as well as collapsed statistics. Overall, there was considerable evidence that graduates of the Farquhar Center are pleased with their University experience, and that they are able to translate this experience into personal and professional gain.

One significant finding was the noticeable percentage decrease in *White, non-Hispanic* graduates from 1990/91 to 1995/96, and the subsequent increase in *Hispanic* graduates from the same period. A review of demographic changes anticipated for the Farquhar Center's South Florida base, based on the existing cohort of preK-12 students, is provided in the summary to this report.

TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY iii

LIST OF TABLES vi

INTRODUCTION 1

Background 1

Purpose of This Study 1

METHODOLOGY 2

Survey Development 2

Population and Sampling 2

RESULTS 3

SUMMARY 55

Distinction Between the Two Colleges 55

Constituent Market 58

Computing 59

Conclusion 59

REFERENCES 63

APPENDIX

LIST OF TABLES

Table		Page
1	Academic Program at NSU	7
2.A	Academic Major: All Respondents	8
2.B	Academic Major: College of Professional and Liberal Studies (Day Program) Respondents	9
2.C	Academic Major: College of Career Development Respondents	10
3.A	Gender: All Respondents	11
3.B	Gender: College of Professional and Liberal Studies (Day Program) Respondents	11
3.C	Gender: College of Career Development Respondents	11
4.A	Ethnicity: All Respondents	12
4.B	Ethnicity: College of Professional and Liberal Studies (Day Program) Respondents	12
4.C	Ethnicity: College of Career Development Respondents	13
5.A	Place of Permanent Residence at Time of Graduation: All Respondents	13
5.B	Place of Permanent Residence at Time of Graduation: College of Professional and Liberal Studies (Day Program) Respondents	14
5.C	Place of Permanent Residence at Time of Graduation: College of Career Development Respondents	14
6.A	Place of Permanent Residence Now: All Respondents	15
6.B	Place of Permanent Residence Now: College of Professional and Liberal Studies (Day Program) Respondents	15

LIST OF TABLES (Continued)

Table		Page
6.C	Place of Permanent Residence Now: College of Career Development Respondents	16
7.A	Majority Place of Class Attendance: All Respondents	16
7.B	Majority Place of Class Attendance: College of Professional and Liberal Studies (Day Program) Respondents	17
7.C	Majority Place of Class Attendance: College of Career Development Respondents	18
8.A	Primary Enrollment Status: All Respondents	19
8.B	Primary Enrollment Status: College of Professional and Liberal Studies (Day Program) Respondents	19
8.C	Primary Enrollment Status: College of Career Development Respondents	19
9.A	Frequency of Response to the Question: "Were you married during any part of your enrollment at NSU?" All Respondents	20
9.B	Frequency of Response to the Question: "Were you married during any part of your enrollment at NSU?" College of Professional and Liberal Studies (Day Program) Respondents	20
9.C	Frequency of Response to the Question: "Were you married during any part of your enrollment at NSU?" College of Career Development Respondents	21
10.A	Years of Attendance at Nova Southeastern University: All Respondents	21
10.B	Years of Attendance at Nova Southeastern University: College of Professional and Liberal Studies (Day Program) Respondents	22
10.C	Years of Attendance at Nova Southeastern University: College of Career Development Respondents	22

LIST OF TABLES (Continued)

Table		Page
11.A	Frequency of Response to the Question: "Do you plan to attend NSU in the future?" All Respondents	23
11.B	Frequency of Response to the Question: "Do you plan to attend NSU in the future?" College of Professional and Liberal Studies (Day Program) Respondents	23
11.C	Frequency of Response to the Question: "Do you plan to attend NSU in the future?" College of Career Development Respondents	24
12.A	Frequency of Response to the Question: "Why did you decide to attend NSU?" All Respondents	24
12.B	Frequency of Response to the Question: "Why did you decide to attend NSU?" College of Professional and Liberal Studies (Day Program) Respondents	25
12.C	Frequency of Response to the Question: "Why did you decide to attend NSU?" College of Career Development Respondents	26
13.A	Frequency of Response to the Question: "What would you have done if you had not attended NSU?" All Respondents	27
13.B	Frequency of Response to the Question: "What would you have done if you had not attended NSU?" College of Professional and Liberal Studies (Day Program) Respondents	28
13.C	Frequency of Response to the Question: "What would you have done if you had not attended NSU?" College of Career Development	29
14.A	Ratings of Selected Statements Related to Outcomes: All Respondents	30
14.B	Ratings of Selected Statements Related to Outcomes: College of Professional and Liberal Studies (Day Program) Respondents	31
14.C	Ratings of Selected Statements Related to Outcomes: College of Career Development Respondents	31
15.A	Ratings of Selected Statements Related to Outcomes: All Respondents	32

LIST OF TABLES (Continued)

Table		Page
15.B	Ratings of Selected Statements Related to Outcomes: College of Professional and Liberal Studies (Day Program) Respondents	33
15.C	Ratings of Selected Statements Related to Outcomes: College of Career Development Respondents	34
16.A	Ratings of Selected Statements Related to Academic Program and Services: All Respondents	35
16.B	Ratings of Selected Statements Related to Academic Program and Services: College of Professional and Liberal Studies (Day Program) Respondents	36
16.C	Ratings of Selected Statements Related to Academic Program and Services: College of Career Development Respondents	37
17.A	Ratings of Selected Statements Related to Preparation for Employment and Career: All Respondents	38
17.B	Ratings of Selected Statements Related to Preparation for Employment and Career: College of Professional and Liberal Studies (Day Program) Respondents	39
17.C	Ratings of Selected Statements Related to Preparation for Employment and Career: College of Career Development Respondents	39
18.A	Ratings of Selected Statements Related to Quality Indicators: All Respondents	40
18.B	Ratings of Selected Statements Related to Quality Indicators: College of Professional and Liberal Studies (Day Program) Respondents	42
18.C	Ratings of Selected Statements Related to Quality Indicators: College of Career Development Respondents	44
19.A	Ratings of Selected Statements Relating to Computing: All Respondents	46

LIST OF TABLES (Continued)

Table		Page
19.B	Ratings of Selected Statements Relating to Computing: College of Professional and Liberal Studies (Day Program) Respondents	47
19.C	Ratings of Selected Statements Relating to Computing: College of Career Development Respondents	48
20.A	Relationship of Current Job to Academic Program at NSU: All Respondents	49
20.B	Relationship of Current Job to Academic Program at NSU: College of Professional and Liberal Studies (Day Program) Respondents	49
20.C	Relationship of Current Job to Academic Program at NSU: College of Career Development Respondents	50
21.A	Level of Preparation for Current Job Provided by Experiences at NSU: All Respondents	50
21.B	Level of Preparation for Current Job Provided by Experiences at NSU: College of Professional and Liberal Studies (Day Program) Respondents	51
21.C	Level of Preparation for Current Job Provided by Experiences at NSU: College of Career Development Respondents	51
22.A	Frequency of Response to the Question: "What is the salary or annual income of your current job?" All Respondents	52
22.B	Frequency of Response to the Question: "What is the salary or annual income of your current job?" College of Professional and Liberal Studies (Day Program) Respondents	53
22.C	Frequency of Response to the Question: "What is the salary or annual income of your current job?" College of Career Development Respondents	54

LIST OF TABLES (Continued)

Table		Page
23	First Time in College (FTIC) Students at Independent Colleges and Universities of Florida Institutions in Ascending Rank Order by Total Enrollment: Fall Term 1995	56
24	Representation of Student Race or Hispanic Origin of South Florida's Public School Pre-K to 12 Students: School Years 1993-94 and 1995-96	61

INTRODUCTION

Background

Nova Southeastern University was formed in 1964, and in 1967 the University offered instruction for the first time to a charter class of 17 Ph.D. students (*Nova Southeastern University Fact Book*, 1996). Due in part to financial exigency, the University entered into a federation with New York Institute of Technology (NYIT) in 1970. The first undergraduate instruction at the University was offered on the concept of the weekend college, by NYIT, in December 1971 (*Nova University Self-Study*: 1974-75, p.20). As explained in *Nova University Self-Study: 1983-85* (1985, p.40), in these early stages of undergraduate instruction at the University, "Nova University was providing an extension site for NYIT." However, by February 1976, administrative control of undergraduate education "transferred to the direct control and supervision of Nova University" (*Nova University Self-Study: 1983-85*; 1985, p.41).

Undergraduate enrollment has shown steady growth during this quarter-century of instruction at the University. The University reported a Fall Term enrollment of 192 undergraduate students in 1975. By 1976, Fall Term enrollment increased to 1,264 undergraduate students (*Nova Southeastern University Fact Book*; 1995, p.38). By the end of Winter Term 1996 there were 3,939 students enrolled in all undergraduate programs at the University (*Research and Planning Weekly Enrollment Report*, May 18, 1996).

Purpose of This Study

In February 1996, Research and Planning prepared a report that offered "an assessment of program evaluation in the University's undergraduate programs, and an assessment of competencies in the basic use of computers by graduates of the University's undergraduate programs" for 1990/91 to 1994/95 graduates of undergraduate programs at the University (*Graduates of Nova Southeastern University's Undergraduate Programs Tell Us What They Think About Their University Experience*; 1996, p.iii). This study was conducted to continue the graduate assessment process, focusing on 1995/96 graduates of the James M. Farquhar Center for Undergraduate Studies.

METHODOLOGY

Survey Development

Extending the evaluations contained in annual reports, such as *Quality Improvement Plans, Administrative and Educational Support Services: 1995-96* (1996) and *Status Report on Institutional Effectiveness: 1995 - 1996* (1996), Research and Planning, in cooperation with those centers most involved with distance education, prepared a plan (Memorandum from Tom MacFarland to John Losak; September 22, 1995) to survey both students and graduates. The current report is one in a series of many.

In June 1996, Research and Planning met with faculty and staff of the James M. Farquhar Center for Undergraduate Studies to identify the purpose and needs of the planned survey of 1995/96 graduates. Using the surveys from several other assessments as a useful guide, an iterative process of communication was followed so that the survey appended to this report was prepared by July 1996.

Population and Sampling

The population consisted of the 1,016 graduates who received a Bachelor's degree from July 1, 1995, to June 30, 1996. The invited sample was composed of 836 graduates from the James M. Farquhar Center for Undergraduate Studies for whom a valid United States Postal Service mailing address was available. No graduates with an international address were surveyed. The survey and the accompanying cover letter from the Dean were mailed on August 22, 1996, and surveys were received by Research and Planning until October 28, 1996.

The United States Postal Service returned 13 surveys to Research and Planning as undeliverable. Deducting these 13 participants from the invited sample, the adjusted invited sample, therefore, consisted of 823 1995/96 Farquhar Center graduates. To increase survey participation over the 33.5 percent return rate from 1994/95 graduates, 1995/96 graduates were provided the inducement of a videotape of the 1996 commencement ceremony. Surveys were returned by 284 of the 823 graduates, for a return rate of 34.5 percent. Although nearly 90 percent of all respondents requested a copy of the videotape, this inducement did not result in any sizeable increase in survey return.

RESULTS

Statistics on survey return by academic program are presented in Table 1. As presented in this table, respondents from the College of Professional and Liberal Studies (Day Program) represented approximately one-third of all respondents, and respondents from the College of Career Development represented approximately two-thirds of all respondents. However, a review of end-of-term enrollment statistics in *Research and Planning Weekly Enrollment Report*, May 18, 1996, provided evidence that students in the Day Program represented approximately 19 percent of all students in the Farquhar Center. Because of the concern that collapsed results in this report may overly represent graduates from the Day Program, breakout tables are provided that differentiate between College of Professional and Liberal Studies (Day Program) respondents and College of Career Development respondents.

Academic majors of respondents are identified in Tables 2.A to 2.C. Professional Management (29.6 percent of total) and Elementary Education (20.1 percent of total) were the most widely represented majors.

The gender of respondents is addressed in Tables 3.A to 3.C. Approximately 60 percent of all respondents are female and 40 percent are male. In the October 1995 graduate survey (*Graduates of Nova Southeastern University's Undergraduate Programs Tell Us What They Think About Their University Experience*; 1996), approximately 70 percent of all 1990/91 to 1994/95 Farquhar Center respondents were female. Enrollment of females in the undergraduate program was 66 percent in calendar year 1993.

Ethnicity is the focus of Tables 4.A to 4.C. White, Non-Hispanic respondents represented 56.3 percent of the responding sample. This statistic was basically equivalent for the two subgroups in the breakout tables. In the October 1995 graduate survey (which it should be recalled included 1990/91 to 1994/95 graduates), Hispanics represented 13.3 percent of all Farquhar Center respondents. Now, in the October 1996 survey, the percentage of Hispanic respondents was nearly double.

Place of permanent residence at time of graduation is presented in Tables 5.A to 5.C. South Florida remains the Farquhar Center's base, with approximately three-fourths of all respondents permanent residents of either Broward, Dade, Monroe, or Palm Beach Counties. This statistic for the 1995/96 graduates is slightly higher than the observation that 72.3 percent of all 1990/91 to 1994/95 respondents were permanent residents of South Florida.

Current place of permanent residence is addressed in Tables 6.A to 6.C. Over 70 percent of all respondents indicated permanent South Florida residence. With reference to the October 1995 graduate survey (which included 1990/91 to 1994/95 graduates), nearly 64 percent of all respondents indicated permanent South Florida residence.

Majority place of class attendance is presented in Tables 7.A to 7.C. Although the Farquhar Center offers cluster-based instruction throughout Florida, nearly 80 percent of all instruction is provided in South Florida. It is possible that a few respondents may have been enrolled at a non-South Florida College of Career Development cluster and then later enrolled in courses offered through the College of Professional and Liberal Studies (Day Program) on the Davie campus, thereby slightly obfuscating place of class attendance. However, this practice is uncommon, and subsequently these tables further document that South Florida is the base for the Center.

As shown in Tables 8.A to 8.C, well over 90 percent of all respondents indicated that they were full-time students at the University. Even in the Farquhar Center's College of Career Development, which is structured to accommodate working adult students, it is important to note that 89.0 percent of all respondents indicated that they enrolled for 24 credits or more per year.

The median age at time of graduation of College of Professional and Liberal Studies (Day Program) respondents was 24 years. The median age at time of graduation of College of Career Development respondents was 34 years. Additional differences between respondents from these two colleges are also evident after careful review of Tables 9.A to 9.C. The College of Career Development is structured to accommodate working adult students. Reflecting the attraction of this program to adult students, over 50 percent of all respondents from the College of Career Development indicated that they were married during enrollment at the University. In contrast, the College of Professional and Liberal Studies (Day Program) is designed for the more traditional 18 to 24 year undergraduate student. Less than 30 percent of all respondents from the College of Professional and Liberal Studies (Day Program) indicated that they were married during enrollment at the University.

Tables 10.A to 10.C reveal that more than 60 percent of all respondents indicated that they attended the University, and subsequently earned sufficient credits to graduate, for only two years. Even in more traditional College of Professional and Liberal Studies (Day Program), nearly 50 percent of all respondents indicated that they attended the University for only two years. This statistic on length of attendance at the University is also consistent with results from the graduate survey distributed in October 1995.

Tables 11.A to 11.C report on the question: **Do you plan to attend NSU in the future?** Nearly 50 percent of all respondents indicated that they planned to attend the University in the future, and this statistic was consistent for both colleges in the Farquhar Center. In contrast, this statistic on willingness to attend the University shows considerable gain over respondents from the graduate survey distributed in October 1995. Only 37.0 percent of all respondents from the 1990/91 to 1994/95 graduating classes indicated that they planned to attend the University in the future.

Responses to the question **Why did you decide to attend NSU?** are the focus of Tables 12.A to 12.C. Differences between respondents from the College of Professional and

Liberal Studies (Day Program) and respondents from the College of Career Development are quite evident in these tables:

- College of Professional and Liberal Studies (Day Program)

Location	73.1 percent
Small class size	67.7 percent
Convenience	60.2 percent

- College of Career Development

Convenience	69.8 percent
Type of programs available	62.2 percent
Location	55.2 percent

It was interesting to note that *Advice of high school counselors and teachers*, a traditional source of information for high school students as they transition into undergraduate education, received the lowest response (3.9 percent).

The question **What would you have done if you had not attended NSU?** is addressed in Tables 13.A to 13.C. Although there is certainly wide variance in the many possible responses to this question, the general observation is that approximately one-third of all respondents would attend another private college or university in South Florida, and one-third would attend a state college or university in South Florida. It is important to note one significant contrast between respondents from the College of Professional and Liberal Studies (Day Program) and their counterparts in the Farquhar Center's College of Career Development. Only 1.1 percent of all College of Professional and Liberal Studies (Day Program) respondents indicated that they would not attend a college or university had they not attended NSU. In marked contrast, 13.4 percent of all respondents from the College of Career Development indicated that they would not attend a college or university had they not attended NSU.

Tables 14.A to 15.C focus on responses to a wide array of statements related to outcome indicators. All statements, in collapsed format as well as breakouts between the Farquhar Center's two colleges, received ratings of 3.0 or greater, which indicates positive levels of reaction to these indicators. The statement *I would recommend NSU to others* (Table 14.A) received a mean rating of 4.2 and a modal rating of 5. Showing the practitioner orientation of the Farquhar Center's graduates, the statement *Acquiring knowledge and skills needed for a career* received the highest ratings by respondents from the College of Professional and Liberal Studies (Mean = 4.4) and respondents from the College of Career Development (Mean = 4.5). Overall, responses to these statements are in general parity with responses gained from the graduate survey distributed in October 1995.

Tables 16.A to 16.C summarize responses to a series of statements associated with satisfaction with various components of the undergraduate program. Respondents from the College of Professional and Liberal Studies offered the highest ratings to the statements *Quality of instruction* (Mean = 4.3) and *Quality of my program of study* (Mean = 4.3). Respondents from the College of Career Development offered the highest ratings to the statements *Quality of instruction* (Mean = 4.3), *Quality of my program of study* (Mean = 4.3), and *Transfer of course credits from other colleges to NSU* (Mean = 4.3). For the collapsed statistics in Table 16.A, there is a high degree of similarity between ratings from 1995/96 respondents and respondents from 1990/91 to 1994/95.

Ratings about the University's involvement in preparation for growth, career, and further study are presented in Tables 17.A to 17.C. Ratings from the 1995/96 respondents are in general parity with ratings from 1990/91 to 1994/95 respondents. Ratings by respondents from the College of Professional and Liberal Studies are also quite similar to ratings by respondents from the College of Career Development, with most ratings approximating Mean = 4.0.

Presented in Table 18.A to 18.C, the invited sample was also asked to respond to a series of statements associated with various quality indicators that students would experience as they matriculate through their degree programs. The Southern Association of Colleges and Schools' *Criteria for Accreditation* (1996) and *Guidelines for Planning Distance Learning Activities* (1992) served as major references for the development of these specific survey statements. All statements received a mean rating of 3.0 or greater, indicating positive levels of satisfaction. When viewing these statistics, it is important to note the responding N for each statement as well as the rating and standard deviation. As an example, the statement *Health Services* received a mean rating of 3.3 from respondents representing the College of Career Development. However, only one-third of all College of Career Development respondents marked a response to this statement. Adult students who attend class at night or on Saturday sessions at an off-campus cluster may not view this type of issue with the same level of importance as viewed by more traditional educators in the Southern Association of Colleges and Schools who composed the list of criteria.

Computing skills are the focus of Tables 19.A to 19.C. Self-ratings of 1995/96 respondents are higher than ratings offered by 1990/91 to 1994/95 respondents. *Ability to use the Internet* was the only statement where there was noticeable discrepancy between College of Professional and Liberal Studies (Day Program) respondents (Mean = 3.7) and College of Career Development respondents (Mean = 3.3). All self-ratings were greater than 3.0, indicating positive levels of achievement.

When viewing statistics on employment and academic programs at the University (Tables 20.A to 22.C), it is important to recall that the College of Career Development is structured to accommodate working adult students. In contrast, the College of Professional and Liberal Studies, because it is structured as a day program, tends to attract younger students who may have not yet started full-time career positions. The appended survey included the statement

How many years of professional work experience did you have before you enrolled at NSU? There are marked differences between the two groups:

- College of Professional and Liberal Studies (Day Program)

  Professional work experience prior to enrollment . . . . . 5.8 years

- College of Career Development

  Professional work experience prior to enrollment . . . . . 10.9 years

If viewed from this perspective, it is not at all surprising that the most frequently marked salary range for College of Professional and Liberal Studies (Day Program) respondents was $19,999 or less (29.0 percent), whereas the most frequently marked salary range for College of Career Development respondents was $20,000 to $29,999 (34.3 percent).

Table 1

Academic Program at NSU

Program	N	% Group Total
College of Professional and Liberal Studies (Day Program)	93	32.7
College of Career Development	172	60.6
Unidentified	19	6.7
Total	284	

Table 2.A

Academic Major: All Respondents

Major	N	% Group Total
B.A. Liberal Arts	4	1.4
B.S. Accounting	4	1.4
B.S. Administrative Studies	10	3.5
B.S. Applied Professional	4	1.4
B.S. Business Administration	36	12.7
B.S. Computer Information Systems	5	1.8
B.S. Computer Science	1	0.4
B.S. Computer Systems	0	0.0
B.S. Early Childhood Education	1	0.4
B.S. Elementary Education	57	20.1
B.S. Exceptional Education	17	6.0
B.S. General Studies	0	0.0
B.S. Hospitality Management	9	3.2
B.S. Legal Assistant Studies	0	0.0
B.S. Legal Studies (Prelaw)	9	3.2
B.S. Life Sciences (Premedical)	3	1.1
B.S. Ocean Studies	0	0.0
B.S. Professional Management	84	29.6
B.S. Psychology	33	11.6
B.S. Secondary Education	4	1.4
Other or Unidentified	3	1.1
Total	284	

Table 2.B

Academic Major: College of Professional and Liberal Studies
(Day Program) Respondents

Major	N	% Group Total
B.A. Liberal Arts	4	4.3
B.S. Accounting	2	2.2
B.S. Administrative Studies	1	1.1
B.S. Applied Professional	1	1.1
B.S. Business Administration	12	12.9
B.S. Computer Information Systems	2	2.2
B.S. Computer Science	1	1.1
B.S. Computer Systems	0	0.0
B.S. Early Childhood Education	1	4.4
B.S. Elementary Education	12	12.9
B.S. Exceptional Education	5	5.4
B.S. General Studies	0	0.0
B.S. Hospitality Management	0	0.0
B.S. Legal Assistant Studies	0	0.0
B.S. Legal Studies (Prelaw)	8	8.6
B.S. Life Sciences (Premedical)	3	3.2
B.S. Ocean Studies	0	0.0
B.S. Professional Management	17	18.3
B.S. Psychology	20	21.5
B.S. Secondary Education	3	3.2
Other or Unidentified	1	1.1
Total	93	

Table 2.C

Academic Major: College of Career Development Respondents

Major	N	% Group Total
B.A. Liberal Arts	0	0.0
B.S. Accounting	2	1.2
B.S. Administrative Studies	9	5.2
B.S. Applied Professional	3	1.7
B.S. Business Administration	21	12.2
B.S. Computer Information Systems	3	1.7
B.S. Computer Science	0	0.0
B.S. Computer Systems	0	0.0
B.S. Early Childhood Education	0	0.0
B.S. Elementary Education	43	25.0
B.S. Exceptional Education	11	6.4
B.S. General Studies	0	0.0
B.S. Hospitality Management	8	4.7
B.S. Legal Assistant Studies	0	0.0
B.S. Legal Studies (Prelaw)	1	0.6
B.S. Life Sciences (Premedical)	0	0.0
B.S. Ocean Studies	0	0.0
B.S. Professional Management	57	33.1
B.S. Psychology	12	7.0
B.S. Secondary Education	1	0.6
Other or Unidentified	1	0.6
Total	172	

Table 3.A

Gender: All Respondents

	N	% Group Total
Female	174	61.3
Male	109	38.4
Unidentified	1	0.4
Total	284	

Table 3.B

Gender: College of Professional and Liberal Studies (Day Program) Respondents

	N	% Group Total
Female	57	61.3
Male	36	38.7
Total	93	

Table 3.C

Gender: College of Career Development Respondents

	N	% Group Total
Female	106	61.6
Male	65	37.8
Unidentified	1	0.6
Total	172	

Table 4.A

Ethnicity: All Respondents

	N	% Group Total
Black, non-Hispanic	41	14.4
American Indian or Alaskan Native	1	0.4
Asian or Pacific Islander	7	2.5
Hispanic	67	23.6
White, Non-Hispanic	160	56.3
Other or Unknown	7	2.5
Unidentified	1	0.4
Total	284	

Table 4.B

Ethnicity: College of Professional and Liberal Studies (Day Program) Respondents

	N	% Group Total
Black, non-Hispanic	15	16.1
American Indian or Alaskan Native	0	0.0
Asian or Pacific Islander	7	7.5
Hispanic	17	18.3
White, Non-Hispanic	51	54.8
Other or Unknown	3	3.2
Total	93	

Table 4.C

Ethnicity: College of Career Development Respondents

	N	% Group Total
Black, non-Hispanic	20	11.6
American Indian or Alaskan Native	1	0.6
Asian or Pacific Islander	0	0.0
Hispanic	46	26.7
White, Non-Hispanic	101	58.7
Other or Unknown	3	1.7
Unidentified	1	0.6
Total	172	

Table 5.A

Place of Permanent Residence at Time of Graduation: All Respondents

Location	N	% Group Total
Broward, Dade, Monroe, or Palm Beach County	211	74.3
Another Florida County	59	20.8
Another State	8	2.8
Another Country	6	2.1
Total	284	

Table 5.B

**Place of Permanent Residence at Time of Graduation:
College of Professional and Liberal Studies
(Day Program) Respondents**

Location	N	% Group Total
Broward, Dade, Monroe, or Palm Beach County	68	73.1
Another Florida County	15	16.1
Another State	5	5.4
Another Country	5	5.4
Total	93	

Table 5.C

**Place of Permanent Residence at Time of Graduation:
College of Career Development Respondents**

Location	N	% Group Total
Broward, Dade, Monroe, or Palm Beach County	132	76.7
Another Florida County	36	20.9
Another State	3	1.7
Another Country	1	0.6
Total	172	

Table 6.A

Place of Permanent Residence Now: All Respondents

Location	N	% Group Total
Broward, Dade, Monroe, or Palm Beach County	203	71.5
Another Florida County	61	21.5
Another State	14	4.9
Another Country	5	1.8
Unidentified	1	0.4
Total	284	

Table 6.B

Place of Permanent Residence Now: College of Professional and Liberal Studies (Day Program) Respondents

Location	N	% Group Total
Broward, Dade, Monroe, or Palm Beach County	66	71.0
Another Florida County	18	19.4
Another State	6	6.5
Another Country	3	3.2
Total	93	

Table 6.C

Place of Permanent Residence Now: College of Career Development Respondents

Location	N	% Group Total
Broward, Dade, Monroe, or Palm Beach County	127	73.8
Another Florida County	34	19.8
Another State	8	4.7
Another Country	2	1.2
Unidentified	1	0.6
Total	172	

Table 7.A

Majority Place of Class Attendance: All Respondents

Location	N	% Group Total
Davie (i.e., Fort Lauderdale) Campus or East Campus	148	52.1
BPM Cluster in Broward, Dade, Monroe, or Palm Beach County	51	18.0
Education Cluster in Broward, Dade, Monroe, or Palm Beach County	26	9.2
BPM Cluster in Another Florida County	43	15.1
Education Cluster in Another Florida County	14	4.9
BPM Cluster in Another State	0	0.0
Education Cluster in Another State	0	0.0
BPM Cluster in Another Country	0	0.0
Education Cluster in Another Country	1	0.4
Unidentified	1	0.4
Total	284	

Table 7.B

Majority Place of Class Attendance:
College of Professional and Liberal Studies
(Day Program) Respondents

Location	N	% Group Total
Davie (i.e., Fort Lauderdale) Campus or East Campus	64	68.8
BPM Cluster in Broward, Dade, Monroe, or Palm Beach County	12	12.9
Education Cluster in Broward, Dade, Monroe, or Palm Beach County	2	2.2
BPM Cluster in Another Florida County	9	9.7
Education Cluster in Another Florida County	6	6.5
BPM Cluster in Another State	0	0.0
Education Cluster in Another State	0	0.0
BPM Cluster in Another Country	0	0.0
Education Cluster in Another Country	0	0.0
Total	93	

Table 7.C

Majority Place of Class Attendance:
College of Career Development Respondents

Location	N	% Group Total
Davie (i.e., Fort Lauderdale) Campus or East Campus	77	44.8
BPM Cluster in Broward, Dade, Monroe, or Palm Beach County	36	20.9
Education Cluster in Broward, Dade, Monroe, or Palm Beach County	23	13.4
BPM Cluster in Another Florida County	27	15.7
Education Cluster in Another Florida County	7	4.1
BPM Cluster in Another State	0	0.0
Education Cluster in Another State	0	0.0
BPM Cluster in Another Country	0	0.0
Education Cluster in Another Country	1	0.6
Unidentified	1	0.6
Total	172	

Table 8.A

Primary Enrollment Status: All Respondents

	N	% Group Total
Full-Time Student (24 credits or more per year)	263	92.6
Part-Time Student	21	7.4
Total	284	

Table 8.B

Primary Enrollment Status: College of Professional and Liberal Studies (Day Program) Respondents

	N	% Group Total
Full-Time Student (24 credits or more per year)	92	98.9
Part-Time Student	1	1.1
Total	93	

Table 8.C

Primary Enrollment Status: College of Career Development Respondents

	N	% Group Total
Full-Time Student (24 credits or more per year)	153	89.0
Part-Time Student	19	11.0
Total	172	

Table 9.A

Frequency of Response to the Question:
"Were you married during any part
of your enrollment at NSU?"
All Respondents

	N	% Group Total
Married during enrollment at NSU	130	45.8
Not married during enrollment at NSU	153	53.9
Unidentified	1	0.3
Total	284	

Table 9.B

Frequency of Response to the Question: "Were you married
during any part of your enrollment at NSU?"
College of Professional and Liberal Studies
(Day Program) Respondents

	N	% Group Total
Married during enrollment at NSU	27	29.0
Not married during enrollment at NSU	66	71.0
Total	93	

Table 9.C

Frequency of Response to the Question: "Were you married during any part of your enrollment at NSU?" College of Career Development Respondents

	N	% Group Total
Married during enrollment at NSU	92	53.5
Not married during enrollment at NSU	79	45.9
Unidentified	1	0.6
Total	172	

Table 10.A

Years of Attendance at Nova Southeastern University: All Respondents

	N	% Group Total
1 Year	14	4.9
2 Years	173	60.9
3 Years	46	16.2
4 Years	35	12.3
5 Years	10	3.5
6 or more Years	4	1.4
Unidentified	2	0.7
Total	284	

Table 10.B

**Years of Attendance at Nova Southeastern University:
College of Professional and Liberal Studies
(Day Program) Respondents**

	N	% Group Total
1 Year	2	2.2
2 Years	46	49.5
3 Years	14	15.1
4 Years	24	25.8
5 Years	4	4.3
6 or more Years	1	1.1
Unidentified	2	2.2
Total	93	

Table 10.C

**Years of Attendance at Nova Southeastern University:
College of Career Development Respondents**

	N	% Group Total
1 Year	12	7.0
2 Years	113	65.7
3 Years	27	15.7
4 Years	11	6.4
5 Years	6	3.5
6 or more Years	3	1.7
Total	172	

Table 11.A

Frequency of Response to the Question: "Do you plan to attend NSU in the future?"
All Respondents

	N	% Group Total
Yes	135	47.5
Undecided	112	39.4
No	36	12.7
Unidentified	1	0.4
Total	284	

Table 11.B

Frequency of Response to the Question: "Do you plan to attend NSU in the future?"
College of Professional and Liberal Studies
(Day Program) Respondents

	N	% Group Total
Yes	46	49.5
Undecided	38	40.9
No	8	8.6
Unidentified	1	1.1
Total	93	

Table 11.C

Frequency of Response to the Question: "Do you plan to attend NSU in the future?"
College of Career Development Respondents

	N	% Group Total
Yes	83	48.3
Undecided	66	38.4
No	23	13.4
Total	172	

Table 12.A

Frequency of Response to the Question: "Why did you decide to attend NSU?"
All Respondents

	N	% Yes
Academic reputation	111	39.1
Admissions standards	39	13.7
Advice of high school counselors and teachers	11	3.9
Advice of parents or relatives	31	10.9
Availability of scholarships or financial aid	48	16.9
Convenience	187	65.8
Cost	14	4.9
Location	168	59.2
Small class size	148	52.1
Social atmosphere	28	9.9
Type of programs available	159	56.0
Other	50	17.6

Table 12.B

Frequency of Response to the Question: "Why did you decide to attend NSU?"
College of Professional and Liberal Studies
(Day Program) Respondents

	N	% Yes
Academic reputation	45	48.4
Admissions standards	18	19.4
Advice of high school counselors and teachers	6	6.5
Advice of parents or relatives	15	16.1
Availability of scholarships or financial aid	27	29.0
Convenience	56	60.2
Cost	5	5.4
Location	68	73.1
Small class size	63	67.7
Social atmosphere	11	11.8
Type of programs available	42	45.2
Other	12	12.9

Table 12.C

Frequency of Response to the Question: "Why did you decide to attend NSU?"
College of Career Development Respondents

	N	% Yes
Academic reputation	61	35.5
Admissions standards	20	11.6
Advice of high school counselors and teachers	5	2.9
Advice of parents or relatives	16	9.3
Availability of scholarships or financial aid	20	11.6
Convenience	120	69.8
Cost	8	4.7
Location	95	55.2
Small class size	79	45.9
Social atmosphere	16	9.3
Type of programs available	107	62.2
Other	37	21.5

Table 13.A

Frequency of Response to the Question: "What would you have done if you had not attended NSU?"
All Respondents

	N	% Yes
Another private college or university in South Florida	85	29.9
Another private college or university in Florida, but not in South Florida	13	4.6
A private college or university in another state	10	3.5
A state college or university in South Florida	93	32.7
A state college or university in Florida, but not in South Florida	25	8.8
A state college or university in another state	14	4.9
Not attended a college or university	32	11.3
Other	12	4.3
Total	284	

Table 13.B

Frequency of Response to the Question: "What would you have done if you had not attended NSU?" College of Professional and Liberal Studies (Day Program) Respondents

	N	% Yes
Another private college or university in South Florida	27	29.0
Another private college or university in Florida, but not in South Florida	3	3.2
A private college or university in another state	6	6.5
A state college or university in South Florida	26	28.0
A state college or university in Florida, but not in South Florida	8	8.6
A state college or university in another state	10	10.8
Not attended a college or university	1	1.1
Other	4	4.3
Total	93	

Table 13.C

Frequency of Response to the Question: "What would you have done if you had not attended NSU?"
College of Career Development
Respondents

	N	% Yes
Another private college or university in South Florida	55	32.0
Another private college or university in Florida, but not in South Florida	8	4.7
A private college or university in another state	3	1.7
A state college or university in South Florida	59	34.3
A state college or university in Florida, but not in South Florida	13	7.6
A state college or university in another state	4	2.3
Not attended a college or university	23	13.4
Other	7	4.1
Total	172	

Table 14.A

Ratings of Selected Statements Related to Outcomes: All Respondents

Statement	N	Mode	Median	Mean	SD
NSU has helped me meet my educational goals	280	5	4	4.3	1.0
If choosing a college again, I would choose NSU . . .	269	5	4	4.0	1.1
My experiences at NSU have equipped me to deal with possible career changes.	268	4	4	4.0	1.0
I would recommend NSU to others.	278	5	4	4.2	1.0
My experiences at NSU have helped motivate me grow in my professional life.	272	4	4	4.1	1.0
NSU welcomes and uses feedback from students to improve the University	250	4	4	3.6	1.2

RATING KEY

1	Strongly Disagree	4	Agree
2	Disagree	5	Strongly Agree
3	Neutral, Neither Agree nor Disagree	NA	Not Applicable
		U	Unknown or Unable to Answer

Table 14.B

**Ratings of Selected Statements Related to Outcomes:
College of Professional and Liberal Studies
(Day Program) Respondents**

Statement	N	Mode	Median	Mean	SD
NSU has helped me meet my educational goals	91	5	4	4.2	1.1
If choosing a college again, I would choose NSU . . .	85	5	4	4.0	1.2
My experiences at NSU have equipped me to deal with possible career changes.	88	4	4	3.7	1.1
I would recommend NSU to others.	89	5	4	4.2	1.1
My experiences at NSU have helped motivate me grow in my professional life.	87	5	4	4.1	1.1
NSU welcomes and uses feedback from students to improve the University	76	4	4	3.5	1.4

Table 14.C

**Ratings of Selected Statements Related to Outcomes:
College of Career Development Respondents**

Statement	N	Mode	Median	Mean	SD
NSU has helped me meet my educational goals	170	5	4	4.4	0.9
If choosing a college again, I would choose NSU . . .	165	5	4	4.0	1.0
My experiences at NSU have equipped me to deal with possible career changes.	163	4	4	4.1	0.9
I would recommend NSU to others.	171	4	4	4.2	0.9
My experiences at NSU have helped motivate me grow in my professional life.	167	4	4	4.2	0.9
NSU welcomes and uses feedback from students to improve the University	157	4	4	3.7	1.1

Table 15.A

Ratings of Selected Statements Related to Outcomes: All Respondents

Statement	N	Mode	Median	Mean	SD
Acquiring knowledge and skills needed for a career . .	278	5	4	4.4	0.6
Applying scientific knowledge and skills	260	4	4	4.1	0.7
Becoming competent in my major	278	5	4	4.4	0.7
Developing a sense of environmental awareness	262	4	4	3.9	0.9
Developing a sense of social responsibility	272	4	4	4.2	0.8
Developing effective job-seeking skills, such as interviewing and résumé construction	269	4	4	3.8	1.0
Developing problem-solving skills	277	4	4	4.2	0.7
Improving my math skills	258	4	4	3.9	0.9
Improving my reading skills	266	4	4	4.1	0.8
Improving my writing skills	273	5	4	4.3	0.8
Learning about the role of science and technology in society	256	4	4	3.9	0.8
Learning to formulate and reshape my lifetime goals .	272	4	4	4.1	0.8
Learning to think and reason	278	4	4	4.3	0.7

RATING KEY

1	Very Negative Impact	5	Very Positive Impact
2	Moderately Negative Impact	NA	Not Applicable
3	No Impact	U	Unknown or Unable to Answer
4	Moderately Positive Impact		

Table 15.B

**Ratings of Selected Statements Related to Outcomes:
College of Professional and Liberal Studies
(Day Program) Respondents**

Statement	N	Mode	Median	Mean	SD
Acquiring knowledge and skills needed for a career . .	90	5	4	4.4	0.7
Applying scientific knowledge and skills	86	4	4	4.0	0.8
Becoming competent in my major	90	5	4	4.4	0.7
Developing a sense of environmental awareness	86	4	4	3.9	0.9
Developing a sense of social responsibility	90	4	4	4.2	0.9
Developing effective job-seeking skills, such as interviewing and résumé construction	88	3	4	3.7	1.1
Developing problem-solving skills	89	4	4	4.2	0.8
Improving my math skills	81	4	4	3.8	0.9
Improving my reading skills	85	4	4	4.1	0.9
Improving my writing skills	86	5	4	4.4	0.9
Learning about the role of science and technology in society	82	4	4	3.9	0.8
Learning to formulate and reshape my lifetime goals .	88	4	4	4.0	0.8
Learning to think and reason	90	5	4	4.3	0.7

Table 15.C

Ratings of Selected Statements Related to Outcomes: College of Career Development Respondents

Statement	N	Mode	Median	Mean	SD
Acquiring knowledge and skills needed for a career . .	169	5	4	4.5	0.6
Applying scientific knowledge and skills	157	4	4	4.1	0.7
Becoming competent in my major	170	4	4	4.3	0.7
Developing a sense of environmental awareness	158	4	4	3.9	0.9
Developing a sense of social responsibility	163	4	4	4.1	0.7
Developing effective job-seeking skills, such as interviewing and résumé construction	164	4	4	3.9	0.9
Developing problem-solving skills	169	4	4	4.2	0.7
Improving my math skills	158	4	4	3.9	0.8
Improving my reading skills	163	4	4	4.0	0.8
Improving my writing skills	168	5	4	4.3	0.7
Learning about the role of science and technology in society	158	4	4	4.0	0.8
Learning to formulate and reshape my lifetime goals .	167	4	4	4.2	0.8
Learning to think and reason	169	4	4	4.2	0.7

Table 16.A

Ratings of Selected Statements Related to Academic Program and Services: All Respondents

Statement	N	Mode	Median	Mean	SD
Availability of faculty for office appointments	244	4	4	3.9	1.0
Career planning services	216	4	4	3.5	1.1
Faculty respect for students	275	4	4	4.1	0.9
Financial aid services	217	4	4	3.5	1.3
Flexible degree requirements	261	5	4	4.2	0.8
Job placement services	155	3	3	3.1	1.1
Library and/or learning resources center services	231	4	4	3.8	1.1
NSU's response to nontraditional students	221	5	4	4.1	0.9
Opportunities for involvement in campus activities	164	3	4	3.5	1.0
Personal counseling services	181	4	4	3.6	1.0
Personal security and safety	200	4	4	3.9	1.0
Practical work experiences offered in areas related to my major	204	4	4	3.8	1.1
Quality of academic advising	252	4	4	3.6	1.2
Quality of instruction	281	4	4	4.3	0.8
Quality of my program of study	279	4	4	4.3	0.7
Residence hall services and programs	89	3	3	3.2	1.0
Student health/wellness services	97	3	3	3.3	1.0
Student access to computer facilities	209	5	4	4.0	1.0
Transfer of course credits from other colleges to NSU	247	5	4	4.3	0.9
Variety of courses offered	271	4	4	4.1	0.9
Writing labs, math labs, and other developmental, remedial, and tutorial services.	186	4	4	3.9	1.0

RATING KEY

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not Applicable
		U	Unknown or Unable to Answer

Table 16.B

Ratings of Selected Statements Related to Academic Program and Services: College of Professional and Liberal Studies (Day Program) Respondents

Statement	N	Mode	Median	Mean	SD
Availability of faculty for office appointments	85	4	4	4.0	1.0
Career planning services	76	3	3	3.4	1.1
Faculty respect for students	92	4	4	4.0	1.1
Financial aid services	78	4	4	3.3	1.4
Flexible degree requirements	87	4	4	4.2	0.8
Job placement services	64	3	3	3.2	1.2
Library and/or learning resources center services	85	4	4	3.6	1.2
NSU's response to nontraditional students	75	4	4	4.0	0.8
Opportunities for involvement in campus activities	70	4	4	3.7	1.0
Personal counseling services	65	4	4	3.7	1.0
Personal security and safety	73	4	4	3.8	1.1
Practical work experiences offered in areas related to my major	73	5	4	3.7	1.2
Quality of academic advising	86	4	4	3.6	1.3
Quality of instruction	93	4	4	4.3	0.8
Quality of my program of study	92	5	4	4.3	0.8
Residence hall services and programs	41	3	3	3.0	1.1
Student health/wellness services	45	3	3	3.3	1.2
Student access to computer facilities	78	5	4	4.2	1.0
Transfer of course credits from other colleges to NSU	71	5	4	4.1	1.0
Variety of courses offered	90	4	4	3.8	1.1
Writing labs, math labs, and other developmental, remedial, and tutorial services.	68	4	4	3.9	1.0

Table 16.C

Ratings of Selected Statements Related to Academic Program and Services: College of Career Development Respondents

Statement	N	Mode	Median	Mean	SD
Availability of faculty for office appointments	146	4	4	3.9	1.0
Career planning services	128	4	4	3.6	1.0
Faculty respect for students	165	4	4	4.2	0.8
Financial aid services	125	4	4	3.6	1.2
Flexible degree requirements	158	5	4	4.2	0.8
Job placement services	86	3	3	3.0	1.1
Library and/or learning resources center services	134	4	4	3.8	1.0
NSU's response to nontraditional students	134	5	4	4.2	1.0
Opportunities for involvement in campus activities	86	3	3	3.3	1.0
Personal counseling services	103	4	4	3.5	1.0
Personal security and safety	117	4	4	3.9	0.9
Practical work experiences offered in areas related to my major	119	4	4	3.9	1.0
Quality of academic advising	153	4	4	3.6	1.1
Quality of instruction	169	4	4	4.3	0.7
Quality of my program of study	168	4	4	4.3	0.7
Residence hall services and programs	43	3	3	3.3	0.8
Student health/wellness services	47	3	3	3.3	0.8
Student access to computer facilities	119	4	4	4.0	1.0
Transfer of course credits from other colleges to NSU	159	5	4	4.3	0.8
Variety of courses offered	165	4	4	4.2	0.7
Writing labs, math labs, and other developmental, remedial, and tutorial services.	109	5	4	4.0	1.0

Table 17.A

Ratings of Selected Statements Related to Preparation for Employment and Career: All Respondents

Statement	N	Mode	Median	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	277	4	4	4.0	0.8
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals) . .	272	4	4	3.9	0.9
Preparation for a career	264	4	4	3.9	0.9
Preparation for further study	270	4	4	4.1	0.9
Social growth and contribution (Understanding others and their views, adapting successfully to a variety of social situations)	266	4	4	4.0	0.9

RATING KEY

1 No Contribution	4 Great Contribution
2 Little Contribution	5 Very Great Contribution
3 Moderate Contribution	NA Not Applicable
U Unknown or Unable to Answer	

Table 17.B

Ratings of Selected Statements Related to Preparation for Employment and Career College of Professional and Liberal Studies (Day Program) Respondents

Statement	N	Mode	Median	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	91	4	4	4.0	0.9
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	90	5	4	4.0	1.0
Preparation for a career	87	5	4	3.9	1.1
Preparation for further study	88	5	4	4.1	1.0
Social growth and contribution (Understanding others and their views, adapting successfully to a variety of social situations)	85	4	4	4.0	0.9

Table 17.C

Ratings of Selected Statements Related to Preparation for Employment and Career: College of Career Development Respondents

Statement	N	Mode	Median	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	167	4	4	4.0	0.7
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	164	4	4	3.9	0.9
Preparation for a career	160	4	4	3.9	0.9
Preparation for further study	163	4	4	4.0	0.8
Social growth and contribution (Understanding others and their views, adapting successfully to a variety of social situations)	163	4	4	3.9	0.9

Table 18.A

Ratings of Selected Statements Related to Quality Indicators: All Respondents

Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	270	4	4	4.1	0.7
Clarity of written completion requirements	273	4	4	4.1	0.8
Clarity of written curricular offerings, as identified in program catalog	272	4	4	4.1	0.8
Program length	282	5	4	4.4	0.7
Instructional methods	280	4	4	4.2	0.7
Delivery system	253	4	4	4.1	0.8
Published grading policy	269	4	4	4.1	0.8
Process for assigning students to advisors	211	4	4	3.4	1.3
Quality of advising	231	4	4	3.4	1.3
Clarity of program catalog	264	4	4	4.1	0.7
Correctness of student records (including transcripts)	275	4	4	3.8	1.1
Availability of library and learning resource materials	226	4	4	3.9	1.1
Adequacy of library and learning resource materials	224	4	4	3.8	1.1
Orientation program relative to library services	193	4	4	3.5	1.1
Access to information through technology	226	4	4	3.9	1.0
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	185	4	4	3.7	1.1
Infusion of information technology into the curricula	237	4	4	3.7	1.0
Provisions for training in the use of technology	229	4	4	3.5	1.0
Student development services	178	4	4	3.6	0.8
Counseling and career development	192	4	4	3.5	1.0
Student government opportunities	129	3	3	3.4	1.0
Student behavior policies and procedures	193	4	4	3.8	0.9
Financial aid services	210	4	4	3.5	1.3
Health services	107	3	3	3.2	1.0

Table 18.A (continued)

Ratings of Selected Statements Related to Quality Indicators: All Respondents

Statement	N	Mode	Median	Mean	SD
Alumni affairs	166	3	3	3.5	1.0
Refund policies when withdrawing from courses	165	3	3	3.4	1.1
Adequacy of physical resources in classrooms	231	4	4	3.6	1.1
Safety and security of classroom buildings and the learning environment	189	4	4	4.1	0.9

RATING KEY

1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not Applicable
		U	Unknown or Unable to Answer

Table 18.B

**Ratings of Selected Statements Related to Quality Indicators:
College of Professional and Liberal Studies
(Day Program) Respondents**

Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	87	4	4	4.0	0.7
Clarity of written completion requirements	89	4	4	4.0	0.8
Clarity of written curricular offerings, as identified in program catalog	91	4	4	4.0	0.8
Program length	93	4	4	4.3	0.7
Instructional methods	92	4	4	4.2	0.7
Delivery system	83	4	4	4.0	0.8
Published grading policy	88	4	4	4.1	0.7
Process for assigning students to advisors	74	4	4	3.3	1.3
Quality of advising	79	4	4	3.3	1.2
Clarity of program catalog	88	4	4	4.2	0.6
Correctness of student records (including transcripts)	90	4	4	3.7	1.2
Availability of library and learning resource materials	82	4	4	3.8	1.2
Adequacy of library and learning resource materials	80	4	4	3.7	1.2
Orientation program relative to library services	72	3	3	3.3	1.1
Access to information through technology	83	4	4	3.9	1.1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	70	4	4	3.7	1.0
Infusion of information technology into the curricula	79	4	4	3.8	1.0
Provisions for training in the use of technology	83	4	4	3.6	1.1
Student development services	68	4	4	3.7	0.8
Counseling and career development	70	4	4	3.7	0.9
Student government opportunities	58	3	4	3.7	1.0
Student behavior policies and procedures	76	4	4	3.9	0.7
Financial aid services	75	4	4	3.4	1.4

Table 18.B (continued)

Ratings of Selected Statements Related to Quality Indicators:
College of Professional and Liberal Studies
(Day Program) Respondents

Statement	N	Mode	Median	Mean	SD
Health services	47	3	3	3.1	1.1
Alumni affairs	53	3	3	3.4	1.1
Refund policies when withdrawing from courses	61	3	3	3.1	1.3
Adequacy of physical resources in classrooms	82	4	4	3.5	1.2
Safety and security of classroom buildings and the learning environment	63	4	4	4.0	1.0

Table 18.C

Ratings of Selected Statements Related to Quality Indicators: College of Career Development Respondents

Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	164	4	4	4.1	0.7
Clarity of written completion requirements	165	4	4	4.2	0.7
Clarity of written curricular offerings, as identified in program catalog	163	4	4	4.2	0.8
Program length	170	5	4	4.4	0.7
Instructional methods	169	4	4	4.2	0.7
Delivery system	151	4	4	4.1	0.8
Published grading policy	162	4	4	4.1	0.9
Process for assigning students to advisors	127	4	4	3.4	1.3
Quality of advising	139	4	4	3.5	1.3
Clarity of program catalog	158	4	4	4.1	0.7
Correctness of student records (including transcripts)	166	4	4	3.9	1.1
Availability of library and learning resource materials	132	4	4	3.9	1.0
Adequacy of library and learning resource materials	132	4	4	3.8	1.0
Orientation program relative to library services	110	4	4	3.5	1.1
Access to information through technology	130	4	4	3.8	1.0
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	105	4	4	3.7	1.1
Infusion of information technology into the curricula	142	4	4	3.7	1.0
Provisions for training in the use of technology	132	4	4	3.5	1.0
Student development services	99	3	4	3.5	0.8
Counseling and career development	111	4	4	3.5	1.0
Student government opportunities	64	3	3	3.2	1.0
Student behavior policies and procedures	106	3	4	3.7	1.0
Financial aid services	122	4	4	3.6	1.3
Health services	54	3	3	3.3	0.9

Table 18.C (continued)

Ratings of Selected Statements Related to Quality Indicators:
College of Career Development Respondents

Statement	N	Mode	Median	Mean	SD
Alumni affairs	103	3	3	3.6	0.9
Refund policies when withdrawing from courses	96	3	4	3.6	1.0
Adequacy of physical resources in classrooms	134	4	4	3.6	1.0
Safety and security of classroom buildings and the learning environment	115	4	4	4.1	0.8

Table 19.A

Ratings of Selected Statements Relating to Computing: All Respondents

Statement	N	Mode	Median	Mean	SD
Ability to use an operating system	242	4	4	3.8	0.9
Ability to use computing equipment for problem solving	256	4	4	3.8	1.0
Ability to use database software	260	4	4	3.7	1.0
Ability to use electronic mail	257	5	4	3.9	1.1
Ability to use graphics software	250	3	4	3.5	1.2
Ability to use hardware	256	4	4	3.7	1.0
Ability to use multimedia hardware and software	252	4	4	3.6	1.1
Ability to use spreadsheet software	259	4	4	3.6	1.1
Ability to use the Internet	252	3	4	3.5	1.2
Ability to use word processing software	260	5	4	4.3	0.8
Awareness of legal and ethical use of computing equipment	255	4	4	3.8	1.1
Knowledge of computing technology in an information society	258	4	4	3.7	1.0

RATING KEY

1	No Skills	4	Very Skilled
2	Few Skills	5	Exceptionally Skilled
3	Moderate Skills	NA	Not Applicable
		U	Unknown or Unable to Answer

Table 19.B

**Ratings of Selected Statements Relating to Computing:
College of Professional and Liberal Studies
(Day Program) Respondents**

Statement	N	Mode	Median	Mean	SD
Ability to use an operating system	80	4	4	3.8	0.9
Ability to use computing equipment for problem solving	84	4	4	3.7	1.0
Ability to use database software	88	4	4	3.5	1.0
Ability to use electronic mail	87	4	4	4.0	1.1
Ability to use graphics software	86	4	4	3.3	1.3
Ability to use hardware	86	4	4	3.7	1.1
Ability to use multimedia hardware and software	85	4	4	3.6	1.0
Ability to use spreadsheet software	85	3	3	3.5	1.1
Ability to use the Internet	84	4	4	3.7	1.1
Ability to use word processing software	86	5	4	4.3	0.8
Awareness of legal and ethical use of computing equipment	87	4	4	3.8	1.1
Knowledge of computing technology in an information society	86	4	4	3.8	1.1

Table 19.C

Ratings of Selected Statements Relating to Computing:
College of Career Development Respondents

Statement	N	Mode	Median	Mean	SD
Ability to use an operating system	146	4	4	3.8	1.0
Ability to use computing equipment for problem solving	156	4	4	3.8	0.9
Ability to use database software	156	4	4	3.8	1.0
Ability to use electronic mail	154	4	4	3.8	1.1
Ability to use graphics software	148	3	4	3.5	1.1
Ability to use hardware	154	4	4	3.7	1.0
Ability to use multimedia hardware and software	151	4	4	3.5	1.1
Ability to use spreadsheet software	158	4	4	3.7	1.1
Ability to use the Internet	152	3	3	3.3	1.3
Ability to use word processing software	158	5	4	4.2	0.9
Awareness of legal and ethical use of computing equipment	152	4	4	3.8	1.1
Knowledge of computing technology in an information society	156	4	4	3.7	1.0

Table 20.A

Relationship of Current Job to Academic Program at NSU:
All Respondents

	N	% Yes
Highly related	103	36.3
Moderately related	77	27.1
Slightly related	43	15.1
Not at all related	33	11.6
I am currently unemployed	23	8.1
Unknown or unable to answer	5	1.8
Total	284	

Table 20.B

Relationship of Current Job to Academic Program at NSU:
College of Professional and Liberal Studies
(Day Program) Respondents

	N	% Yes
Highly related	32	34.4
Moderately related	18	19.4
Slightly related	15	16.1
Not at all related	11	11.8
I am currently unemployed	14	15.1
Unknown or unable to answer	3	3.3
Total	93	

Table 20.C

Relationship of Current Job to Academic Program at NSU:
College of Career Development Respondents

	N	% Yes
Highly related	64	37.2
Moderately related	54	31.4
Slightly related	26	15.1
Not at all related	18	10.5
I am currently unemployed	9	5.2
Unknown or unable to answer	1	0.6
Total	172	

Table 21.A

Level of Preparation for Current Job Provided by Experiences at NSU:
All Respondents

	N	% Yes
Exceptionally well	46	16.2
More than adequately	81	28.5
Adequately	86	30.3
Less than adequately	3	1.1
Very poorly	2	0.7
Not at all	25	8.8
I am currently unemployed	28	9.9
Unknown or unable to answer	13	4.6
Total	284	

Table 21.B

Level of Preparation for Current Job Provided by Experiences at NSU: College of Professional and Liberal Studies (Day Program) Respondents

	N	% Yes
Exceptionally well	18	19.4
More than adequately	19	20.4
Adequately	22	23.7
Less than adequately	2	2.2
Very poorly	2	2.2
Not at all	9	9.7
I am currently unemployed	18	19.4
Unknown or unable to answer	3	3.3
Total	93	

Table 21.C

Level of Preparation for Current Job Provided by Experiences at NSU: College of Career Development Respondents

	N	% Yes
Exceptionally well	24	14.0
More than adequately	56	32.6
Adequately	58	33.7
Less than adequately	1	0.6
Very poorly	0	0.0
Not at all	14	8.1
I am currently unemployed	10	5.8
Unknown or unable to answer	9	5.2
Total	172	

Table 22.A

Frequency of Response to the Question: "What is the salary or annual income of your current job?"
All Respondents

Salary Range	N	% Yes
$19,999 or less	43	15.1
$20,000 to $29,999	89	31.3
$30,000 to $39,999	53	18.7
$40,000 to $49,999	19	6.7
$50,000 to $59,999	13	4.6
$60,000 to $69,999	12	4.2
$70,000 or more	11	3.9
Unemployed, looking for work	20	7.0
Unemployed, student	12	4.2
Unemployed, other	12	4.2
Total	284	

Table 22.B

Frequency of Response to the Question: "What is the salary or annual income of your current job?" College of Professional and Liberal Studies (Day Program) Respondents

Salary Range	N	% Yes
$19,999 or less	27	29.0
$20,000 to $29,999	25	26.9
$30,000 to $39,999	8	8.6
$40,000 to $49,999	3	3.2
$50,000 to $59,999	1	1.1
$60,000 to $69,999	4	4.3
$70,000 or more	3	3.2
Unemployed, looking for work	10	10.8
Unemployed, student	7	7.5
Unemployed, other	5	5.4
Total	93	

Table 22.C

Frequency of Response to the Question: "What is the salary or annual income of your current job?"
College of Career Development
Respondents

Salary Range	N	% Yes
$19,999 or less	16	9.3
$20,000 to $29,999	59	34.3
$30,000 to $39,999	39	22.7
$40,000 to $49,999	15	8.7
$50,000 to $59,999	11	6.4
$60,000 to $69,999	7	4.1
$70,000 or more	7	4.1
Unemployed, looking for work	10	5.8
Unemployed, student	3	1.7
Unemployed, other	5	2.9
Total	172	

SUMMARY

Distinction Between the Two Colleges

The James M. Farquahr Center for Undergraduate Studies is structured to serve two distinct constituencies:

- "The College of Professional and Liberal Studies provides recent high school graduates a quality education leading to either the bachelor of science or the bachelor of arts degree" (*Center for Undergraduate Studies Catalog: 1996-1997*; 1996, p.3).

- "The College of Career Development has been designed for adults. Courses are offered in the evenings and on weekends on campus and at institutional, industrial, and other off-campus locations convenient to the student" (*Center for Undergraduate Studies Catalog: 1996-1997*; 1996, p.4).

Among many useful sources of information, the survey statement **City, State, and Year of High School Graduation** further confirmed the age differences between graduates of these two colleges. Although approximately 60 percent of all respondents from both colleges were Florida residents at time of high school graduation (57.0 percent of all respondents from the College of Professional and Liberal Studies graduated from a Florida high school and 59.9 percent of all respondents from the College of Career Development graduated from a Florida high school), there is a major difference in median year of high school graduation:

- The median year of high school graduation for respondents representing the College of Professional and Liberal Studies (Day Program) was 1989.

- The median year of high school graduation for respondents representing the College of Career Development (Day Program) was 1980.

The College of Career Development represents nearly 80 percent of all enrollment in the Farquhar Center. It is important to recall that nearly 60 percent of all respondents indicated that they attended the University for only two years. As presented in Table 23, only 1.5 percent of all Fall Term 1995 students at the University were classified as *First Time in College (FTIC)* students. This statistic represented the lowest percentage of *FTIC* students at institutions associated with the Independent Colleges and Universities of Florida.

Table 23

First Time in College (FTIC) Students at Independent Colleges and Universities of Florida Institutions in Ascending Rank Order by Total Enrollment: Fall Term 1995

College or University	N FTIC Freshmen	N All Freshmen	N All Under-graduates	FTIC as % of Under-graduates	FTIC as % of Freshman	Freshmen as % of all Under-graduates	FTIC as % of all Students
Nova Southeastern University	215	554	3,688	5.8	38.8	15.0	1.5
Saint Thomas University	78	220	1,121	7.0	35.5	19.6	1.8
Saint Leo College	177	1,119	7,071	2.5	15.8	15.8	2.5
Barry University	209	1,168	4,836	4.3	17.9	24.2	3.0
Florida Institute of Technology	375	572	1,780	21.1	65.6	32.1	8.9
Warner Southern College	59	86	581	10.1	68.6	14.8	10.2
University of Tampa	333	801	2,045	16.3	41.6	39.2	13.2
Rollins College	454	982	2,642	17.2	46.2	37.2	14.0
Jacksonville University	358	488	2,063	17.4	73.4	23.7	14.8
Embry-Riddle Aeronautical University	650	1,392	3,917	16.6	46.7	35.5	15.6
Ringling School of Art and Design	143	247	823	17.4	57.9	30.0	16.3
Stetson University	472	552	1,950	24.2	85.5	28.3	16.3
Palm Beach Atlantic College	341	590	1,718	19.8	57.8	34.3	17.5
Lynn University	290	548	1,449	20.0	52.9	37.8	18.5
Florida Southern College	495	780	2,500	19.8	63.5	31.2	19.3
Eckerd College	334	428	1,335	25.0	78.0	32.1	25.0

Table 23 (Continued)

First Time in College (FTIC) Students at Independent Colleges and Universities of Florida Institutions in Ascending Rank Order by Total Enrollment: Fall Term 1995

College or University	N FTIC Freshmen	N All Freshmen	N All Under-graduates	FTIC as % of Under-graduates	FTIC as % of Freshman	Freshmen as % of all Under-graduates	FTIC as % of all Students
Flagler College	357	456	1,426	25.0	78.3	32.0	25.0
Florida Memorial College	377	733	1,457	25.9	51.4	50.3	25.9
Bethune-Cookman	745	1,297	2,402	31.0	57.4	54.0	31.0
Clearwater Christian College	166	197	532	31.2	84.3	37.0	31.2

Source: *Integrated Postsecondary Data System Fall Enrollment Survey FY 1995*, Form EF-1; 1995, pp. 4-6.

Note: Found at URL <gopher://gopher.ed.gov:10000/00/publications/postsec/ipeds/glossary>, the following operational definitions are from the IPEDS Glossary (1995):

Freshman: A first-year undergraduate student.

First-Time Freshman: An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-Year Student: A student who has completed less than the equivalent of one full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

It is likely that most respondents came to the Center for Undergraduate Studies with an associates degree or its equivalent in terms of transferable credits, and that they engaged in only two years of enrollment (but for more than a two-year span) to complete their baccalaureate at Nova Southeastern University. Further research, possibly based on a review of transcripts, is needed to learn more about this pattern.

Constituent Market

Statistics from this report are in parity with statistics previously reported in *Place of Class Attendance at Nova Southeastern University: Calendar Years 1990-1994* (1996), with nearly three-fourths of all instruction in the Farquhar Center occurring in South Florida. This finding gains greater context when juxtaposed to the statistic that instruction that is offered in South Florida is being offered primarily to permanent residents of South Florida (71.5 percent of all respondents), which is also in parity with statistics previously reported in *Permanent Residence of Nova Southeastern University Students: End of Fall Term 1994* (1995).

Based on 1992 population estimates from the United States Department of the Census (1996a), the more than four million residents of Palm Beach, Broward, and Dade counties represent nearly one-third of Florida's nearly 14 million residents. This huge base is further enhanced by the demographic trend that Florida will experience a 57 percent increase in the number of high school graduates from 1996/97 to 2006/07 (*The Chronicle of Higher Education Almanac*, 1996b). To place this growth statistic into national context, only Nevada will have a higher percentage growth in high school graduates for the same period.

Accordingly, it is not at all surprising that the Farquhar Center is dominated by students who are local residents. This local market knows about the University, and because of convenient scheduling and desirable course locations, they are able to attend classes and matriculate through the program. Although it is reasonable to think that some respondents were undergraduate students who temporarily moved to the Fort Lauderdale area and selected the University for a variety of personal reasons, it would appear that most respondents were graduates who attended the University due to more pragmatic reasons:

- Convenience . . . . . 65.8 percent response
- The location is acceptable . . . . . 59.2 percent response
- Type of programs available . . . . . 56.0 percent response
- Small class size . . . . . 52.1 percent response
- Quality of instruction . . . . . Mean = 4.3

- Quality of program . . . . . Mean = 4.3
- Transfer of course credits from other colleges to NSU . . . . . Mean = 4.3

Again, a careful review of undergraduate transcripts would offer a greater understanding of the constituent market attracted to the Farquhar Center for Undergraduate studies.

Computing

In Fiscal Year 1992 to 1993, the University spent $3,953,000 on technology and related capital expenditures. The University has budgeted $8,559,000 on technology and related capital expenditures for Fiscal Year 1996 to 1997. With funding for technology nearly doubled in this short period of time, it is not at all surprising that self-reported computing skills of 1995/96 respondents (computing grand mean = 3.75) were greater than the skill levels reported by 1990/91 to 1994/95 respondents (computing grand mean = 3.24).

Although the results of this report tend to confirm that the University's large increase in technology-related expenditures has resulted in greater skill in the use of technology by recent graduates, it would be useful, however, to examine potential outcomes resulting from this increased use of technology. It would also be useful to determine if students and graduates in the cluster programs away from the Davie campus technology infrastructure are in parity with their South Florida counterparts in terms of use of computing machinery for academic success.

Conclusion

With undergraduate education first offered at the University as a small extension activity for NYIT, in 25 years the University has developed a large undergraduate presence. Using total number of grades awarded as a measure of size, the James M. Farquhar Center for Undergraduate Studies has consistently been the largest academic center at the University, awarding 12,055 grades for Fall Term 1993, 13,518 grades for Fall Term 1994, and 13,143 grades for Fall Term 1995 (*Grades at Nova Southeastern University: Fall Term 1993, Fall Term 1994, and Fall Term 1995*; 1996).

As a result of the survey process associated with this report, the Farquhar Center has now gained a baseline that allows comparisons in trends and outcomes over time. As an example, *convenience*, *location*, *small class size*, and *type of programs available* are consistently identified as leading reasons for attending the University. The Center should continue to build on these strengths. In turn, *advice of high school counselors and teachers*, *advice of*

parents or relatives, and *availability of scholarships or financial aid* consistently receive low responses when graduates are asked to identify reasons for attending the University. With approximately 60 percent of all respondents indicating that they attended the University for only two years, and with only 1.5 percent of all students at the University identified as *First Time in College* freshmen students, these responses confirm that the University attracts only a very small number of students matriculating directly from high school to the University (e.g., the number of *FTICs* reported to IPEDS in November 1995 was 215).

Regarding constant attention to changing trends, graduates of the Farquhar Center have provided more than ample evidence that they are pleased with their University experience, and that they are able to translate this experience into personal and professional gain. However, with the Farquhar Center's large South Florida base, it also important to monitor local cohorts and demographic trends and anticipate how changes may affect the personal and professional experiences of future graduates. Examples of the many changes that could impact future students and graduates of the Farquhar Center include the following trends:

1. As previously identified, Florida will experience a 57 percent increase in the number of high school graduates from 1996/97 to 2006/07 (*The Chronicle of Higher Education Almanac*, 1996b). The State University System (SUS), even with the addition of a tenth university, simply cannot accommodate this explosive base of potential postsecondary students without incurring considerable cost to Florida's taxpayers.

   - Will the overflow of graduating high school students that the SUS cannot accommodate attend Florida's independent universities?

   - What budgetary and governance issues should the University consider if the SUS enters into a collaborative agreement and in effect outsources overflow postsecondary education to independent colleges and universities? More than one university in the United States has been subsumed into a SUS due to federations that became too one-sided.

2. Along with growing numbers of graduating high school students, Florida is also challenged with exceptionally high growth rates due to migration patterns. The United States Department of the Census (1996b) reported that during 1990 to 1994, Florida was first state in the nation for domestic inmigration and fourth in the nation for international migration. *The Palm Beach Post* (1996a, p.3A), quoting from a Reuter News Agency report, indicated that Florida is growing "faster than India, China or Japan."

   The Palm Beach Post (1996b, p.5) indicated that Florida has the highest minority growth rate in the nation, and that 53 percent of all Florida youth will be minorities by 2005, with Hispanics surpassing African Americans as the largest minority. Table 24 reflects the outcome of South Florida's rapidly changing racial and ethnic

composition of preK-12 public school students in South Florida who are likely to compose a large portion of the University's future market for undergraduate education.

Table 24

Representation of Student Race or Hispanic Origin of South Florida's Public School Pre-K to 12 Students: School Years 1993-94 and 1995-96

County	Year	Total N	Percentage of Membership				
			White	Black	Asian	American Indian	Hispanic Origin
Broward	93-94	189,862	52.52	33.51	2.35	0.24	11.38
	95-96	208,354	48.99	34.87	2.53	0.26	13.35
Dade	93-94	308,465	16.15	33.89	1.26	0.04	48.65
	95-96	333,831	14.20	33.82	1.31	0.08	50.60
Palm Beach	93-94	122,145	57.39	28.45	1.80	0.27	12.08
	95-96	132,215	55.05	29.09	1.95	0.31	13.60

Sources. *Florida Statistical Abstract*. (1994). Gainesville, Florida: University Press of Florida, pp.117-118.

Florida Statistical Abstract. (1996). Gainesville, Florida: University Press of Florida, pp.105-106.

This change in racial and ethnic composition is also reflected in the two recent surveys of graduates of the Farquhar Center:

- Nearly 70 percent of all 1990/91 to 1994/95 respondents to the graduate survey indicated *White, non-Hispanic* for race/ethnicity, 13 percent indicated *Hispanic*, and 13 percent indicated *African-American*.

- Due to rapid changes in racial and ethnic composition of South Florida's population, the percentage of *White, non-Hispanic* 1995/96 respondents declined to 56 percent, *African American* increased slightly to 14 percent, and *Hispanic* nearly doubled to 24 percent of total.

These changing demographics present many unique challenges and opportunities for the University, and faculty and administrators in the Farquhar Center.

Florida (18 percent) is ranked fourth in the 11 Southern states for the proportion of adults with a bachelor's or higher degree, exceeded only by Virginia (25 percent), Texas (20 percent), and Georgia (19 percent) (*The Chronicle of Higher Education Almanac*, 1996a). This fairly high level of educational attainment by a large percentage of the population, and concomitant high demands for goods and services from public and private entities, is also found in a state with exceptionally high growth rates and changing demographics. Further, Florida is one of the few states without revenue gained through the use of a state income tax. These and many other pressures are likely to place a great deal of stress on Florida's budget and the relative amount of money that can be allocated to the State University System.

The University has an excellent opportunity to take advantage of this growth and offer undergraduate education to an increasingly large and diverse constituency. This study confirmed that graduates are currently satisfied with their undergraduate experience at the University, and that they are able to translate this experience into successful personal and professional outcomes. Continued attention to this type of monitoring activity will help keep the University focused on planned activities while accommodating for growth and societal changes.

REFERENCES

Center for Undergraduate Studies Catalog: 1996-1997. (1996). Nova Southeastern University: Fort Lauderdale, Florida.

The Chronicle of Higher Education Almanac. (1996a). [Online] URL <http://chronicle.com/che-data/infobank.dir/almanac.dir/96alm.dir/maps.dir/bachelor.html>. Accessed November 5, 1996.

The Chronicle of Higher Education Almanac. (1996b). [Online] URL <http://chronicle.com/che-data/infobank.dir/almanac.dir/96alm.dir/maps.dir/highgrad.html>. Accessed November 5, 1996.

Criteria for Accreditation. (1996). Decatur, Georgia: Commission on Colleges of the Southern Association of Colleges and Schools.

Florida Statistical Abstract. (1994). Gainesville, Florida: University Press of Florida.

Florida Statistical Abstract. (1996). Gainesville, Florida: University Press of Florida.

Grades at Nova Southeastern University: Fall Term 1993, Fall Term 1994, and Fall Term 1995. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-19.

Graduates of Nova Southeastern University's Undergraduate Programs Tell Us What They Think about Their University Experience. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-02.

Guidelines for Planning Distance Learning Activities. (1992). Decatur, Georgia: Commission on Colleges, Southern Association of Colleges and Schools.

Nova Southeastern University Fact Book. (1995). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 95-02.

Nova Southeastern University Fact Book. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-01.

Nova University Self-Study: 1974-75. (1975). Nova University: Fort Lauderdale, Florida.

Nova University Self-Study: 1983-85. (1985). Nova University: Fort Lauderdale, Florida.

The Palm Beach Post. (November 18, 1996a). *Florida Population to Swell to 95 Million, Expert Predicts*, p.3A.

The Palm Beach Post. (November 18, 1996b). *The New Florida: A World of Difference*, Business Section p.5.

Permanent Residence of Nova Southeastern University Students: End of Fall Term 1994. (1995). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 95-06.

Place of Class Attendance at Nova Southeastern University: Calendar Years 1990 to 1994. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-03.

Quality Improvement Plans, Administrative and Educational Support Services: 1994-95. (1995). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 95-09.

Research and Planning Weekly Enrollment Report. (May 18, 1996). Fort Lauderdale, Florida: Nova Southeastern University.

Status Report on Institutional Effectiveness: 1995 - 1996. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-10.

Students in the James M. Farquhar Center for Undergraduate Studies Respond to a United States Department of the Census. (1996a). [Online] URL <http://www.census.gov/statab/USACounties/12/000.txt>. Accessed November 18, 1996.

United States Department of the Census. (1996b). [Online] URL <http://www.census.gov/statab/www/states/fl.txt>. Accessed November 18, 1996.

United States Department of Education. (1995). *Integrated Postsecondary Education Data System Fall Enrollment Survey FY 1995, Form EF-1.* Washington, D.C.: National Center for Education Statistics/IPEDS.

APPENDIX

NOVA
SOUTHEASTERN
UNIVERSITY

August 1, 1996

Dear Recent Graduate,

By now the excitement of graduation has probably worn off. I know, however, that you would enjoy reliving those moments with your family and friends. I would like to make this possible and provide you with a free home video of the ceremonies at the Broward Center for the Performing arts in exchange for 15 minutes of your time. Please complete the enclosed assessment form and return it in the enclosed envelope by September 15, 1996, and Nova Southeastern University will send you the video.

Thank you for providing us this important information. The data gathered from this assessment will help maintain our high quality educational programs and incorporate suggested changes into our academic community. Once again, congratulations on your achievement and best of luck in your future endeavors.

Sincerely,

Stuart Horn, Ph.D
Dean

FARQUHAR CENTER FOR UNDERGRADUATE STUDIES • Office of the Dean
3301 College Avenue • Fort Lauderdale, Florida 33314-7796 • (954) 475-7041 • Fax (954) 370-5640

Nova Southeastern University

Survey of Graduates of the

James M. Farquhar Center for Undergraduate Studies

Section I: Background Information

Academic Program at NSU (mark one):

____ College of Professional and Liberal Studies (Day Program)
____ College of Career Development

Academic Major

____ B.A. Liberal Arts
____ B.S. Accounting
____ B.S. Administrative Studies
____ B.S. Applied Professional
____ B.S. Business Administration
____ B.S. Computer Information Systems
____ B.S. Computer Science
____ B.S. Computer Systems
____ B.S. Early Childhood Education
____ B.S. Elementary Education
____ B.S. Exceptional Education
____ B.S. General Studies
____ B.S. Hospitality Management
____ B.S. Legal Assistant Studies
____ B.S. Legal Studies (Prelaw)
____ B.S. Life Sciences (Premedical)
____ B.S. Ocean Studies
____ B.S. Professional Management
____ B.S. Psychology
____ B.S. Secondary Education

Other _____

Gender

____ Female
____ Male

Age at time of graduation: ____ Years

Ethnic Group

____ Black, non-Hispanic
____ American Indian or Alaskan Native
____ Asian or Pacific Islander
____ Hispanic
____ White, non-Hispanic
____ Other or Unknown

Place of permanent residence at time of graduation

____ Broward, Dade, Monroe, or Palm Beach County
____ Another Florida County
____ Another State
____ Another Country

Place of permanent residence now

____ Broward, Dade, Monroe, or Palm Beach County
____ Another Florida County
____ Another State
____ Another Country

Please identify your name and mailing address if you wish to have a complimentary videotape of the 1996 commencement ceremony.

Name: _____

Address: _____

_____

_____

Where did you attend the majority of your classes?

____ Davie (i.e., Fort Lauderdale) Campus or East Campus
____ BPM Cluster in Broward, Dade, Monroe, or Palm Beach County
____ Education Cluster in Broward, Dade, Monroe, or Palm Beach County
____ BPM Cluster in Another Florida County
____ Education Cluster in Another Florida County
____ BPM Cluster in Another State
____ Education Cluster in Another State
____ BPM Cluster in Another Country
____ Education Cluster in Another Country

What was your primary enrollment status at NSU?

____ Full-Time Student (24 credits or more per year)
____ Part-Time Student

Were you married during any part of your enrollment at NSU?

____ Yes
____ No

How many years did you attend NSU?

____ 1 Year
____ 2 Years
____ 3 Years
____ 4 Years
____ 5 Years
____ 6 or more Years

Do you plan to attend NSU in the future?

____ Yes
____ Undecided
____ No

City, State, and Year of High School Graduation:

City: _____
State: _____ Year: _____

Why did you decide to attend NSU? Mark all selections that apply.

____ Academic reputation
____ Admissions standards
____ Advice of high school counselors and teachers
____ Advice of parents or relatives
____ Availability of scholarships or financial aid
____ Convenience
____ Cost
____ Location
____ Small class size
____ Social atmosphere
____ Type of programs available
____ Other _____

What would you have done if you had <u>not</u> attended NSU? Would you have attended:

____ Another private college or university in South Florida
____ Another private college or university in Florida, but not in South Florida
____ A private college or university in another state
____ A state college or university in South Florida
____ A state college or university in Florida, but not in South Florida
____ A state college or university in another state
____ Not attended a college or university
____ Other _____

SECTION II: COLLEGE OUTCOMES

Please review the following rating key and then mark or circle to the left of each item your level of agreement with each statement:

RATING KEY			
1	Strongly Disagree	4	Agree
2	Disagree	5	Strongly Agree
3	Neutral, Neither Agree nor Disagree	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U NSU has helped me meet my educational goals
1 2 3 4 5 NA U If choosing a college again, I would choose NSU
1 2 3 4 5 NA U My experiences at NSU have equipped me to deal with possible career changes.
1 2 3 4 5 NA U I would recommend NSU to others.
1 2 3 4 5 NA U My experiences at NSU have helped motivate me grow in my professional life.
1 2 3 4 5 NA U NSU welcomes and uses feedback from students to improve the University.

Please review the following rating key and then mark or circle to the left of each item how NSU has made an impact on you, relative to each statement:

RATING KEY			
1	Very Negative Impact	5	Very Positive Impact
2	Moderately Negative Impact	NA	Not Applicable
3	No Impact	U	Unknown or Unable to Answer
4	Moderately Positive Impact		

1 2 3 4 5 NA U Acquiring knowledge and skills needed for a career
1 2 3 4 5 NA U Applying scientific knowledge and skills
1 2 3 4 5 NA U Becoming competent in my major
1 2 3 4 5 NA U Developing a sense of environmental awareness
1 2 3 4 5 NA U Developing a sense of social responsibility
1 2 3 4 5 NA U Developing effective job-seeking skills, such as interviewing and résumé construction
1 2 3 4 5 NA U Developing problem-solving skills
1 2 3 4 5 NA U Improving my math skills
1 2 3 4 5 NA U Improving my reading skills
1 2 3 4 5 NA U Improving my writing skills
1 2 3 4 5 NA U Learning about the role of science and technology in society
1 2 3 4 5 NA U Learning to formulate and reshape my lifetime goals
1 2 3 4 5 NA U Learning to think and reason

Please review the following rating key and then mark or circle to the left of each item your level of satisfaction relative to each statement:

RATING KEY			
1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U Availability of faculty for office appointments
1 2 3 4 5 NA U Career planning services
1 2 3 4 5 NA U Faculty respect for students
1 2 3 4 5 NA U Financial aid services
1 2 3 4 5 NA U Flexible degree requirements
1 2 3 4 5 NA U Job placement services
1 2 3 4 5 NA U Library and/or learning resources center services
1 2 3 4 5 NA U NSU's response to nontraditional students
1 2 3 4 5 NA U Opportunities for involvement in campus activities
1 2 3 4 5 NA U Personal counseling services
1 2 3 4 5 NA U Personal security and safety
1 2 3 4 5 NA U Practical work experiences offered in areas related to my major
1 2 3 4 5 NA U Quality of academic advising
1 2 3 4 5 NA U Quality of instruction
1 2 3 4 5 NA U Quality of my program of study
1 2 3 4 5 NA U Residence hall services and programs
1 2 3 4 5 NA U Student health/wellness services
1 2 3 4 5 NA U Student access to computer facilities
1 2 3 4 5 NA U Transfer of course credits from other colleges to NSU
1 2 3 4 5 NA U Variety of courses offered
1 2 3 4 5 NA U Writing labs, math labs, and other developmental, remedial, and tutorial services.

Please review the following rating scale and then mark or circle to the left of each item how large a contribution NSU offered to your growth and preparation in each of the following areas:

RATING KEY			
1	No Contribution	4	Great Contribution
2	Little Contribution	5	Very Great Contribution
3	Moderate Contribution	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)
1 2 3 4 5 NA U Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)
1 2 3 4 5 NA U Preparation for a career
1 2 3 4 5 NA U Preparation for further study
1 2 3 4 5 NA U Social growth and contribution (Understanding others and their views, adapting successfully to a variety of social situations)

SECTION III: QUALITY INDICATORS

Please review the following rating key and then mark or circle to the left of each item your level of satisfaction relative to each statement:

RATING KEY			
1	Very Dissatisfied	4	Satisfied
2	Dissatisfied	5	Very Satisfied
3	Neutral, Neither Satisfied nor Dissatisfied	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U Clarity of written admission policies
1 2 3 4 5 NA U Clarity of written completion requirements
1 2 3 4 5 NA U Clarity of written curricular offerings, as identified in program catalog
1 2 3 4 5 NA U Program length
1 2 3 4 5 NA U Instructional methods
1 2 3 4 5 NA U Delivery system
1 2 3 4 5 NA U Published grading policy
1 2 3 4 5 NA U Process for assigning students to advisors
1 2 3 4 5 NA U Quality of advising
1 2 3 4 5 NA U Clarity of program catalog
1 2 3 4 5 NA U Correctness of student records (including transcripts)
1 2 3 4 5 NA U Availability of library and learning resource materials
1 2 3 4 5 NA U Adequacy of library and learning resource materials
1 2 3 4 5 NA U Orientation program relative to library services
1 2 3 4 5 NA U Access to information through technology
1 2 3 4 5 NA U Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)
1 2 3 4 5 NA U Infusion of information technology into the curricula
1 2 3 4 5 NA U Provisions for training in the use of technology
1 2 3 4 5 NA U Student development services
1 2 3 4 5 NA U Counseling and career development
1 2 3 4 5 NA U Student government opportunities
1 2 3 4 5 NA U Student behavior policies and procedures
1 2 3 4 5 NA U Financial aid services
1 2 3 4 5 NA U Health services
1 2 3 4 5 NA U Alumni affairs
1 2 3 4 5 NA U Refund policies when withdrawing from courses
1 2 3 4 5 NA U Adequacy of physical resources in classrooms

1 2 3 4 5 NA U Safety and security of classroom buildings and the learning environment

Section IV: Computing

Please review the following rating key and then mark or circle to the left of each item your level of skill relative to each statement:

Rating Key			
1	No Skills	4	Very Skilled
2	Few Skills	5	Exceptionally Skilled
3	Moderate Skills	NA	Not Applicable
		U	Unknown or Unable to Answer

1 2 3 4 5 NA U Ability to use an operating system
1 2 3 4 5 NA U Ability to use computing equipment for problem solving
1 2 3 4 5 NA U Ability to use database software
1 2 3 4 5 NA U Ability to use electronic mail
1 2 3 4 5 NA U Ability to use graphics software
1 2 3 4 5 NA U Ability to use hardware
1 2 3 4 5 NA U Ability to use multimedia hardware and software
1 2 3 4 5 NA U Ability to use spreadsheet software
1 2 3 4 5 NA U Ability to use the Internet
1 2 3 4 5 NA U Ability to use word processing software
1 2 3 4 5 NA U Awareness of legal and ethical use of computing equipment
1 2 3 4 5 NA U Knowledge of computing technology in an information society

Section V: Employment and Career

How many years of professional work experience did you have before you enrolled at NSU: _____ Years

How closely related is your current job to your academic program at NSU?

____ Highly related
____ Moderately related
____ Slightly related
____ Not at all related
____ I am currently unemployed
____ Unknown or unable to answer

How well did your experiences at NSU prepare you for your current job?

____ Exceptionally well
____ More than adequately
____ Adequately
____ Less than adequately
____ Very poorly
____ Not at all
____ I am currently unemployed
____ Unknown or unable to answer

What is the salary or annual income of your current job?

____ $19,999 or less
____ $20,000 to $29,999
____ $30,000 to $39,999
____ $40,000 to $49,999
____ $50,000 to $59,999
____ $60,000 to $69,999
____ $70,000 or more
____ Unemployed, looking for work
____ Unemployed, student
____ Unemployed, other

_____

Name of Current Employer

Have you applied to a graduate or professional program since graduating from NSU?

____ Yes
____ No

If you are currently enrolled in a graduate or professional program, please identify the college or university:

Name of School: _____
City: _____
State: _____

Major: _____

Section VI: Comments and Suggestions

Thank you for responding to this survey. Please use a separate sheet of paper, to offer comments on your experiences at NSU and suggestions that may help the University provide an improved educational experience for future students.

Name (optional) _____

To offer a rich sense of how the University's graduates feel about their experience at NSU, we very much wish to add a full transcript of your comments to the final report. Although anonymity will be provided to those providing comments, we cannot include unsigned statements.

July 1996